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Office Memorandum • UNITED STATES GOVERNMENT

TO : Director of Training

DATE: 21 March 1958

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FROM : Chief/Language and Area School

SUBJECT: Weekly Activities Report #11

Document No. 36NO CHANGE in Class. ☒☐ DECLASSIFIED

CLASS. CHANGED TO: IS S C

Auth: 100-100-100Date: 08 MAR 1978**A. SIGNIFICANT ITEMS**

None to report.

B. OTHER ACTIVITIES

1. [] as CIA representative, attended, on 17 March, conference called by Department of Health, Education and Welfare to discuss draft of a proposed amendment to pending legislation on the President's education program. Amendment deals with creation of academic centers for training area specialists. Meeting consisted of expression of views of various government representatives on usefulness. Session was opened by U.S. Commissioner of Education Dr. L. G. Derthick. Agencies represented were USIA, OCB, FSI, AFIE, NLS, Commerce, and Agriculture. Invited but not represented were NSA and ICA.

2. Re WE's untimely request for [] we have arranged with the FSI to provide seven hours tutorial training a week. With normally prescribed 10-12 hours of study and lab time this satisfies the revised requirement for half-time training.

5. Conference with Albert Carlin and Sydney Molansky of the Weather Bureau indicated substantial interest in our scientific Russian program. Twenty persons for half-time training.

6. The School starts to operate on a basis of its new organization at noon, 21 March. It will be initiated by a general meeting of all employees, staff and contract. And on Friday, we will hold the first staff meeting of deputies and department heads.

7. The three Swahili enrollees from FDD have withdrawn after finding they could not force conduct of an exclusively reading course and were required to do lab drill. They had been clearly told before enrollment that the course was comprehensive. The only student is from USIA. As a result, however, we will have created the basis for an elementary course and will have developed some ability to instruct in Swahili when NEA wakes up and finds it should have been learned now. [] is the linguist on the course.

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8. OSI has decided to withdraw request for German training for one man who can't fit into any course and who really doesn't have any time anyway. Both FSI and LAS indicated preference not to enroll him. We then offered to let him make arrangements with a commercial school but indicated our lack of confidence in the value of it. OSI has indicated, however, an intent in future to process, in an orderly manner, a number of requests for LAS or FSI training in German.

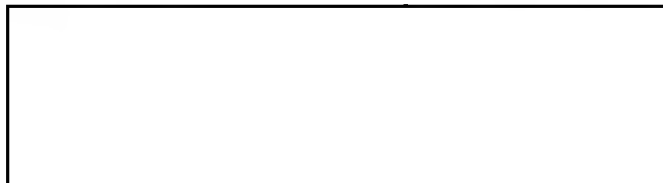
9. We are working on a "book policy" designed to save money and decrease the nuisance of the "lending system." So far, [redacted] and [redacted] have explored a plan that will save \$1,000 plus-or-minus, and much work on books for the Voluntary Language Training Program. When details for a total policy have been refined, a proposal will be made.

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10. When the Voluntary Language Training Program was initiated, the present organization was adopted on a theoretical basis in the absence of any actual experience with this type of program. The basic course now consists of three to six trimester classes depending on the relative difficulty of the language, numbered from 101 to 106. After completing the basic course at the 100-level, we expect the student to be able to pass the Language Proficiency Test at the elementary level. From there, if the students want to continue their language studies, they enroll in a 201 class, the first course in the corresponding 200-level, or intermediate series.

11. Now for the first time in the Voluntary Language Training Program we have a total of 31 students completing the elementary cycle of classes, and scheduled to take the Agency Proficiency Test for achievement in April. Of these students, 12 are now enrolled in French 103, 12 in German 103, and 7 in Russian 104. Nineteen students in this group began their studies in 101 courses last summer and continued through 102 and 103. All the students in Russian 104 had some previous knowledge of the language and began at either the 102 or 103 levels. A number of students enrolled in 102 and 202 courses also intend to take the Language Proficiency Test. A study of the examination results at the 102 and 202 levels with those at the 103 and 203 levels will yield for the first time, an objective basis for evaluating the number of trimester classes required in each cycle.

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